



RELATIONSHIP OF ORGANIZATIONAL COMMITMENT, WORK-VALUES AND SELF-ACTUALIZATION OF TEACHERS WITH LEADERSHIP BEHAVIOUR OF HEADMASTERS

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INTRODUCTION:

Organization men believed in the groups as the source of creativity and the belongingness as the ultimate need of the individual. The concept of organizational commitment has received considerable attention from academicians and managers alike. The concept has proved its usefulness not only as a theoretical construct and as an empirical predictor, but also as a powerful tool which can be used as an aid to achieve higher levels of performance and discipline in an organization. The construct has been found to be related to many important outcome variables like performance, absenteeism, personnel turnover, tenure, tardiness, etc. Lack of commitment is said to be behind the major problems faced by organizations like inefficiency and poor services.

Values are considered significant in organizational functioning for a variety of reasons. The most important reason is that they provide the basis for the design of human organizations. Efficient organizational functioning requires that the variability in the behaviour of organizational members should be kept at a minimum. Various designs of organizations suggested by organization theorists actually seek to reduce the variability of human behaviour within organizations. Member integration can be achieved by bringing the personal values of organizational members in line with the organizational values.

The theory of human motivation as enunciated by Maslow (1943) examines the question why people work in terms of their need satisfaction or need deprivation. His theory postulates that human needs can be organized into hierarchy or relative prepotency with the physiological needs at the bottom and self-actualization at the top. Maslow presents five needs categories, physiological needs, safety needs, social needs, esteem needs, and need for self-actualization.

Leadership is a process in which a person attempts to influence another to accomplish goals. It is the principal dynamic force that motivates and coordinates the organization in the accomplishment of its objectives. The concept of leader and leadership has been defined in more different ways than almost any other concept associated with group structure. It has attracted the attention of sociologists, social psychologist and political scientist in various contexts. Leadership is a kind of interaction between or among people. Any attempt on the part of group members to change the behaviour of one or more members of a group is an attempt of leadership.

An Overview:

Ipek (2010) targeted to explore the organizational culture and commitment, and to describe organizational commitment on the basis of organizational culture in Turkish primary schools. The study suggested that 'organizational commitment at the compliance level could be predicted from the power and role cultures, while organizational commitment at identification and internalization levels was predicted from the achievement and support cultures.'

Borg, Ingwer and Braun, Michael (1996) conducted a study to investigate the work values in East and West Germany. The investigators found that work values are positively correlated in both the West and the East. For the Western data, this is merely a replication of previous findings, but for the East it is a new result, indicating, according to the theory that all the values relate to one common object. This object is 'work' and the different values assess different aspects of this object.

Cai, S (2010) conducted a study on the Curriculum Design, Linguistic Competence and Self-actualization. The study revealed that the reading abilities do not have strong relationship with self-actualization. Also as dissertation is very important in the master's course so the academic writing skills for the quality in dissertation were considered as important indicator of self-actualization.

Nguyen (2013) study revealed that, strong positive relationship between the teachers' organizational commitment and their perceptions of distributed leadership. The findings exhibited a high correlation of the commitment of teacher with 'Team leadership' and 'Participative decision-making'.

Statement of the Problem:

The present article aims at studying the "Relationship of Organizational Commitment, Work-values and Self-actualization of Teachers with Leadership Behaviour of Headmasters".

Variables:

Following are the dependent and independent variables :

Independent Variable: (i) Organizational Commitment ; (ii) Work-values ; (iii) Self-actualization

Dependent Variables: Leadership Behaviour

HYPOTHESIS:

1. Organizational commitment, work values, self-actualization of teachers will have significant positive relationship with leadership behaviour of headmasters.

Definitions of Technical Terms:

Organizational Commitment: organizational commitment is an individual's psychological attachment to the organization. The basis behind many of these studies was to find ways to improve how workers feel about their jobs so that these workers would become more committed to their organizations. Organizational commitment predicts work variables such as turnover, organizational citizenship behaviour, and job performance.

Work Values: Work value means a combination of the level of expertise, judgement and accountability that resides with a position as assessed using the Mercer Job Evaluation system. The job's worth in comparison to the relative worth of other jobs in the organization, and is determined by the systematic analysis and evaluation of knowledge and skills, task complexity and decision accountability in a job.

Self-actualization: The realization or fulfilment of one's talents and potentialities, especially considered as a drive or need present in everyone. Maslow defined self-actualization to be "the desire for self-fulfillment, namely the tendency for him [the individual] to become actualized in what he is potentially.

Leadership Behaviour: Leaders are those who others follow and leadership behaviour causes others to act. Whether they have a vision for a product, an organization, a people, or a future, that's what inspires them to lead and their followers to action. The process that precedes decision-making is problem solving, when information is gathered, analyzed, and considered.

Research Method:

The present study is descriptive study where a survey was undertaken to study the effect of leadership behaviour of secondary school headmasters on organizational commitment, work values, self-actualization of teachers.

Sample:

The sample was drawn by employing a two stage stratified random sampling technique. The sample comprised 20 secondary schools of Uttara Kannada district drawn from government and aided schools. 500 secondary school teachers were included in the sample.

Tools Used:

Four tools were adapted by the investigator namely Organizational Commitment Questionnaire by Allen and Meyer (1990), Work Values Scale by Wollacket al., (1971), Self-actualization Inventory by K.N. Sharma (1995) and Leadership Behaviour Descriptive Questionnaire (LBDQ) by Halpin and Winer (1957). Self-constructed proforma will be used to collect the information on biographical variables.

Collection of Data:

The researcher himself collected the data by personally visiting the colleges pre-cautions was observed to restore normal condition while collecting data. The

data will be analyzed to test the hypothesis stated. Mainly the purposes of the study was to examine the independent variable that were significantly related to leadership behaviour of secondary school headmasters and to find out whether the independent variable namely organizational commitment, work values, and self-actualization of teachers, demographic variables - gender, location type of management and experience accounted for significant differences on the dependent variable leadership behaviour. It was also the intention of the investigator to identify the nature of interaction that existed between the independent variable and dependent variable.

Statistical Technique:

1	Correlation	In pursuance of the Objectives, the Pearson's Product-Moment Coefficient of Correlation technique was used to find out the relationship between the variables.
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ANALYSIS AND RESULTS:

Table 5.5: Relationship between Organizational Commitment, Work Values and Self-actualization of Teachers with Leadership Behaviour of Headmasters

Independent Variables	Leadership Behaviour of Headmasters				
	r-value	df	t-value	p-value	Signi.
Organizational Commitment	0.4755	498	12.0606	< 0.05	Yes
Work Values	0.6091	498	17.1377	< 0.05	Yes
Self-actualization	0.6429	498	18.7296	< 0.05	Yes

Interpretation:

The above table reveals the following outcomes of the analysis of data using statistical technique :

1. Since the obtained 't' value 12.0606 is greater than the tabled 't' value 1.96 for two-tailed test and at 0.05 level of significance. Thus, the hypothesis that r_{pop} is zero is rejected and alternative hypothesis is accepted. It thus implies that, the obtained correlation between organizational commitment and leadership behaviour is significant. This reveals that the organizational commitment of secondary school teachers influences on the leadership behaviour of headmasters.
2. Since the obtained 't' value 17.1377 is greater than the tabled 't' value 1.96 for two-tailed test and at 0.05 level of significance. Thus, the hypothesis that r_{pop} is zero is rejected and alternative hypothesis is accepted. It thus implies that the obtained correlation is significant. This reveals that the work values of secondary school teachers influences on the leadership behaviour of headmasters.
3. Since the obtained 't' value 18.7296 is greater than the tabled 't' value 1.96 for two-tailed test and at 0.05 level of significance. Thus, the hypothesis that r_{pop} is zero is rejected and alternative hypothesis is accepted. It thus implies that the obtained correlation is significant. This reveals that the self-actualization of secondary school teachers influences on leadership behaviour of headmasters.

Findings:

From the analysis and interpretation of data as mentioned above the following findings are revealed :

1. There is a positive and significant relationship between organizational commitment of secondary school teachers with leadership behaviour of headmasters.
2. There is a positive and significant relationship between work values of secondary school teachers with leadership behaviour of headmasters.
3. There is a positive and significant relationship between self-actualization of secondary school teachers with leadership behaviour of headmasters.

DISCUSSION:

If causal relationships are assumed, leadership behaviour of headmasters and the organizational commitment of teachers ; leadership behaviour of headmasters and work values of teachers ; leadership behaviour of headmasters and self-actualization of teachers have contributed to the effective functioning of secondary schools.

CONCLUSION:

The leadership behaviour of secondary school headmasters has close association with the organizational commitment of teachers, work values of teachers as well as self-actualization of teachers serving in the secondary schools.

Educational Implications:

A strong organizational culture should be created to enable solidarity, respect, collaboration, and supportive organizational routines that are characterized by positive relationship between the teachers and the leaders of the school to practice

and integrate the tasks effectively. The sense of personal calling and strong socialization into the teaching profession will create and enhance work values and serve as a driving force behind the high level of teacher commitment. Educational leaders need to understand that their work force embody certain work values and the need to be valued as part of an organization culture.

Educational leadership of institutions must understand that work values differ from the type of institutions and therefore to an extent determine the organization culture. The organization culture of an institution must encourage the positive work values that teachers bring to the work context. It is evident that work values which in turn account for variation of organization culture depending on the type of management.

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